DOCUMENT RESUME

ED 300 876 EA 020 229

AUTHOR Douglas, J. Rex; Johnson, M. Claradine
TITLE Superintendents' Training Needs: A Determinative Model.
PUB DATE 86
NOTE 40p.; Best copy available.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; Elementary Secondary Education; *Inservice Education; Job Performance; *Job Skills; Likert Scales; *Management Development; *Needs Assessment; Organizational Climate; *Superintendents
IDENTIFIERS *Kansas

ABSTRACT

The superintendent's role is clearly different from that of board members or principals, yet many activities and skills are either similar or identical. This study examines training needs for school board members, superintendents, and principals. This particular report covers Kansas superintendents, focusing on job performance needs and associated skills. The EASI (Educational Administration Skills Inventory) asked respondents to provide demographic data related to the school, the respondent, and a particular person chosen by random sample. Respondents were asked to rate on a 7-point scale the "importance" of 14 activities and of 16 behavioral skill dimensions. They also rated "performance" of the 14 activities and 43 specific behaviors keyed to the 16 skill dimensions. The data were handled descriptively and statistically to establish importance/performance gaps representing training needs. Stepwise multiple regressions were used to determine the associations of particular skill dimensions with the activity needs of each job category. The skills needing most improvement were judgment, decisiveness, oral communication, risk taking, and stress tolerance. Conflict management, sensitivity, and political astuteness were also identified. Activity areas needing attention included curriculum development, program evaluation, school climate, community relations, staff development, and long-range planning. Suggestions were provided for translating the combination of activities and skills into developmental programs for superintendents. Included are 11 tables and 8 references. (MLH)

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Superintendents' Training Needs: A Derterminative Model

J. Rex Douglas
Associate Professor
Wichita State University

M. Claradine Johnson
Associate Professor
Wichita State University

Box 123, WSU
Wichita, Ks 67208
316-689-3326

Fall, 1986

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Superintendents' Training Needs: A Determinative Model

Abstract

The purpose of this study was to examine training needs for school board members, superintendents, and principals. This particular report covers Kansas superintendents, focusing on job performance needs and the skills associated with them.

The EASI instrument--Educational Administration Skills Inventory--asked respondents to provide demographic data related to the school, the respondent, and a particular person chosen by random sample. Respondents were asked to rate, on a 7 point scale, the "importance" of fourteen activities and of sixteen behavioral skill dimensions. They also rated "performance" of the fourteen activities and on 43 semantic differential items, representing specific behaviors keyed to sixteen skill dimensions.

The data were handled descriptively and statistically to establish importance/performance gaps representing training needs. Stepwise multiple regressions were used to determine the associations of particular skill dimensions with the activity needs of each job category. Suggestions were provided for translating the combination of activities and skills into developmental programs for superintendents.

Superintendents' Training Needs: A Determinative Model

The role of the superintendent is clearly different from that of board members or of principals, yet many activities and even more skills are either similar or identical. Studying the three job categories in schools as a basis for understanding training needs is especially appropriate. The purpose of this study was to examine training needs for Kansas school board members, superintendents, and principals. This particular report covers Kansas superintendents, focusing on job performance needs and the skills associated with them (Douglas and Johnson, 1986, the series).

Studies on needs assessment have taken many forms, but most often focus on attitudes toward the study of a particular topic: whether the potential learners (or the community) prefer one subject or another. This study was designed to follow a variation of an idiographic learning model (Laten and Katz, 1975) as an improved approach for the assessment of training needs which has utility for both individuals and groups. This process includes:

1. A description of the job environment.
2. Performance expectations for individual job-holders.
3. Behavioral descriptions of individual's performance.
4. A data summary.
5. A set of reasonable expectations for all

job-holders, or for individuals.

Job descriptors in this study were in the form of preselection of the job categories, the region, and demographic specifics related to individual districts. Performance expectations were based on "importance" ratings by all respondents and by specific groups. Perceptions of "performance" on activities for specific individuals was combined with behavioral data to provide performance information for the same areas. Forty-three behavioral descriptors were translated into ratings on sixteen skill dimensions. The data were compiled on the basis of groups in order to translate the information into usable program suggestions.

Several assumptions accompany this approach to understanding needs:

1. Changes in the environment or in the job change both the opportunity and the need for particular behaviors.
2. Significant gaps between "importance" and "performance" suggest appropriate areas of need.
3. Significant gaps can be appropriately identified both statistically and with serious judgments from descriptive data.
4. Behavioral items within an instrument or to be observed should be those clearly associated in the literature with certain skill dimensions.

5. Effective performance ratings on activities accompanied by high levels of ratings on skills strongly suggest that those specific skills influence performance of job activities.
6. The data analyzed to determine needs should have specific instructional implications.

EASI--The Instrument.

The Educational Administration Skills Inventory is based on one hundred items of information. Eight items ask demographic information related to the respondent; five ask for demographic information about the person identified for performance estimates. Each respondent was asked to rate the importance of a particular behavioral skill dimension with reference to a particular job: board member, superintendent, or principal. The rating scale was a 7 point Likert-type scale. He/she was asked to rate the importance of fourteen activities with reference to a specific job. Next, the instrument asks that the performance of a specifically identified person in that district be rated on the basis of performance of each activity. The last part of the instrument asks for a rating of that person's performance on forty-three specific behaviors, each keyed by definition and usage to a behavioral skill dimension. The "specific person" was a principal, a the superintendent, or "the board as a group".

The major portion of the activity items are those identified by the National Association of Secondary School

Principals (NASSP) as the primary activity categories associated with the principalship (McCleary and English, 1979). Added to that list were several activities listed by the American Association of School Administrators (Hoyle, English, and Steffy, 1985), so that the complete list of fourteen activities included every item listed as an administrative activity for both groups.

Twelve of the sixteen skill dimensions were taken from those used by NASSP in a national program of assessment centers for the selection of school principals (Schmitt, 1980). These include problem analysis, judgment, organizational ability, leadership, sensitivity, decisiveness, range of interests, personal motivation, educational values, stress tolerance, oral communication, and written communication. Definitions and the behaviors keyed to skills were those used by NASSP, with some adaptation for the purposes of the instrument. Four skill dimensions often associated with school administrative jobs were added: conflict management, political astuteness, risk taking, and creativity. Of the forty-three semantic differential behaviors, all were selected as the primary behaviors associated with particular skill dimensions--two, three, or four items keyed to each dimension. A specific task of the expert panel was to examine and approve definitions and the assignment of particular behaviors to particular skill dimensions.

Definitions of Terms.

Determanitive Models--A determanitive model is a defined process sequence in which the data collected and analyzed have a direct implication upon some aspect of the follow-up program. In this study, the method identified "importance", "performance", and the coincidence of particular skills and particular activities. The follow-up programs are implied by the conclusions reached, and are definable in terms of the specific topics, the specific skills that are appropriate, and--by secondary implications--the appropriate simulations and methods for instruction.

Activities--This term was used throughout the study as a descriptor of job-actions derived from the requirements of school administrative roles. Each activity will, of necessity, include a series or other grouping of objectives or efforts designed to attend to the accomplishment of tasks of a particular job. The nature of the activity will be significantly different for each area and for each job.

Skill Dimensions or skills--These two terms are used interchangeably, and refer to the capability of job-holders or prospective job-holders to behave in specific ways that are generally seen as effective in accomplishing job-tasks or activities. The behaviors identified for each skill dimension were those consistently identified in the literature as sets of behaviors appropriate to each skill. To score high ratings in skill dimensions, the job-holder must demonstrate a reasonably full repertoire of behaviors with the command of those necessary to successfully implement

the purposes of the organization--activities in this instance.

Content Validity.

Fifteen persons were selected as experts in the area of school administration or in the operation of NASSP assessment centers to review the instrument. There was no rejection of items and none were recommended to be added to either the activities or specific behaviors. Suggestions were made for improved wording of nine items, and this was done. The fifteen persons included a State Commissioner of Education, a Dean of a College of Education, three directors of regional assessment centers, three university professors of educational administration, three superintendents, and four principals.

Reliability.

After these changes, the EASI instrument was presented to two groups of graduate students in educational administration, a total of thirty-five participants. These volunteers were teachers preparing to become school administrators. They were asked to complete the instrument in relation to the job of the principalship and to provide performance ratings for their current, or most recent, principal.

The SPSS program, "Reliability" (SPSS, Inc., 1983), was run, grouping items in terms of Activities/Importance, Skills/Importance, Activities/Performance, and Skills/Performance. The sixteen skill dimensions, including

behavioral items assigned to each, also produced reliability scales. For the first four areas above, Gutman split-half r's were .89, .85, .84, and .85. Spearman-Brown r's were .89, .85, .85, and .86. Gutman split-half r's for the sixteen skill dimensions ranged from .71 to .92, with a median of .89. Spearman-Brown r's were between .71 and .99, with a median of .89.

This group was also asked to mark items which were unclear or ambiguous. Twenty-one items were changed in wording, but no items were deleted and none were added.

The SPSS program, "Reliability" (1983), was also run using the returns from the study. Gutman split-half r's for the four primary divisions were .88, .86, .89, and .92. Spearman-Brown r's for these four groups were .89, .87, .89, and .92. For the sixteen skill dimensions, "Reliability" produced Gutman split-half r's ranging from .49 to .89, with a median of .81. Spearman-Brown r's were between .62 and .96, with a median of .87. In terms of the four major areas, reliability scales are as high or higher for the study respondents as they were with the original test group. For the greater breakdown related to the skill areas, the reliability scores for respondents were somewhat lower on some items. The scales with lowest r's included only three items.

The SPSS program, "Reliability" (1983), was also run breaking the total sample into responses from board members, superintendents, and principals. The following are

reliability estimates for superintendents only. Gutman split-half r's for the four primary divisions were .86, .83, .93, and .87. Spearman-Brown r's for these four groups were .86, .83, .93, and .87. For the sixteen skill dimensions, "Reliability" produced Gutman split-half r's between .49 and .94, with a median of .84. Spearman-Brown r's were between .63 and .99, with a median of .85. In terms of the four major scales, r's were well above the standards generally required in screening tests and nearing the .90 level. Scales for each of the sixteen skill dimensions were similar to the test group except for lowered r's in oral communication and risk taking, both only three-item scales.

The Sample.

There are 304 independent school districts in Kansas. Instruments were sent to 304 school board presidents, 304 superintendents, and 304 principals. The 304 principals were selected by developing random numbers with an Apple IIe random number generator, 152 from secondary schools, and 152 from elementary schools. There are 1621 school principals in Kansas. Three hundred fifty-five instruments were returned, representing a 39% return.

Within each group of 304, 101 respondents were asked to mark items related to importance for one of the three job categories: board member, superintendent, or principal. These included fourteen activity areas and sixteen skill dimensions. The same 101 were then asked to rate the performance of a specific person occupying that position

within his/her district on the fourteen job activities and on forty-three individual behaviors that were keyed to skill dimensions. Principals identified for performance ratings were identified by a random number based on the number of schools within the district. Superintendents were identified by name and respondents were asked to respond concerning board memers in terms of "the board as a group".

Forty-three behaviors were identified as semantic differential items, rated on a seven point scale, on the basis of the degree to which a person has exemplified that behavior over the past year. Behaviors identified for the study were those most commonly attached to skill dimensions as a basis of measurement.

Methods.

The complete series of studies includes need profiles for board members, superintendents, and principals. This one focuses attention on superintendents (Douglas and Johnson, 1986).

The first derivation of needs was based on areas of least importance or areas of lowest performance ratings. Lists were derived from descriptive data. Lists of both activities and skill dimensions were developed in all cases in which the gap between "importance" and "performance" was equal to or greater than ten percent. Lists were developed of those items deemed as areas of weakest, as well as those areas of strongest, performance. A final descriptive approach was a list of both activities and skill dimensions

in which there was a gap of two levels in terms of rank. This approach was aimed toward identifying those variables which become important needs by virtue of consistently showing up under varying descriptive methods.

Ratings of importance and ratings of performance can be treated as interval data, but offers the bias of almost always producing an importance/performance gap. To avoid this halo effect and to provide a somewhat more difficult test of significance, a nonparametric method was chosen--Wilcoxon's Matched Pairs Signed-Rank Tests. For each skill dimension and each activity area, the difference between "importance" and "performance" was examined as those differences were identified by board members, by superintendents, and by principals.

Both activity areas and skill areas were examined in terms of whether there was a statistically significant gap between "importance" and "performance" when superintendents were broken into subgroups based on sex, race, age, and size of district. Subgroups based on sex and race had too few female respondents and too few nonwhites for effective study, so only groupings based on age and size were reported.

A primary purpose was to examine particular conbinations of activities and skills, so that planning for instruction could combine sets of skills with appropriate activities. With each of the fourteen activity areas as the dependent variable, the SPSS program, "Regression" (1986), was run to examine the degree to which behavioral skills influence

performance of each activity. Independent variables included the sixteen skill dimensions entered in a stepwise procedure. Establishing those regessions does not explain cause/effect relationships, but should serve as solid evidence of which skill areas tend to be consistently associated with effective performance in activity areas, with particular reference to athe activity/skill combinations for particular school management jobs.

Findings.

Table 1 lists the behavioral skill areas and the activity areas--as perceived by all respondents for superintendents--in terms of those with the greatest distance between "importance" ratings and "performance" ratings and in terms of levels of performance. Areas common to both lists

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Table 1 Here

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were judgment, oral communication, and risk taking. Stress tolerance was on the greatest-gap list, but not the low-performance list. Creativity, conflict management, and organizational ability were shown on the low-performance list. Five skill items for superintendents showed "performance" ratings tha were higher than "importance" ratings. These were leadership, range of interests, personal motivation, educational values, and written communication.

Staff development, curriculum development, and program evaluation were listed from activities on both the greatest-

gap list and the lowest-performance list. Three low-performance activities were also low-importance items for superintendents and were probably not thought of as appropriate superintendent activities. These included supervision of instruction, student activities, and student behavior. Two of these items--student activities and student behavior--as well as records and accounting, received higher ratings on "performance" than on "importance".

Areas of strength for superintendents included the skill dimensions of educational values, personal motivation, written communication, sensitivity, and stress tolerance. Performance strengths in activity areas included budget development, staff selection, records and accounting, facilities management, community relations, and long range planning.

Table 2 identifies rankings of "importance" and rankings of "performance" for superintendents as those were perceived by all respondents who were selected to rate persons in this job category. Performance ranks lower by two ranks or more

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Table 2 Here

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below importance ranks were identified as need areas. Six skill areas show "performance" ranks that are lower than "importance". These included judgment, organizational ability, decisiveness, stress tolerance, oral communication, and risk taking.

Four activity areas show performance ranks that are lower than "importance". These were curriculum development, program evaluation, staff development, and long-range planning.

Table 3 graphs "importance" versus "performance" ratings in eight of the sixteen skill dimensions for superintendents. Table 3 and Table 4 provide the ratings on skill dimensions for superintendents that were used in the descriptive analyses above.

Table 3 Here

Table 4 graphs the eight additional skill dimensions on the same basis.

Table 4 Here

Table 5 graphs "importance" ratings versus "performance" ratings for seven activity areas: curriculum development (CUR), supervision of instruction (SPR), program evaluation (EVL), staff selection (SEL), staff evaluation (ST), school climate (CL), and budget development (BGT).

Table 5 Here

Table 6 illustrates differences in "importance" ratings and "performance" ratings on seven additional activities:

student activities (STD), records and accounting (ACC), student behavior (BEH), community relations (COM), facilities managemednt (BLD), staff development (SDV), and long-range planning (PLN).

Table 6 Here

Table 5 and Table 6 represent the data used for the descriptive analyses above.

Table 7 identifies those skill dimensions in which board members, superintendents, and principals perceive a sigificant difference between ratings of "importance" for superintendents and ratings of "performance" for superintendents. Five of the skill areas show significant discrepancies for superintendents as perceived by all three

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Table 7 Here

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groups. These include judgment, decisiveness, oral communication, and risk taking. Two areas were identified by board members and superintendents--but not by principals--as skills showing significantly different rating levels. Leadership was an area in which performance ratings were higher than importance ratings. Creativity was seen by these groups as needing improvement. Superintendents, themselves, indicated a greater number of significant differences than did board members or principals. These included the

improvement-needs of problem analysis, organizational ability, sensitivity, stress tolerance, conflict management, and political astuteness. There were also significant differences as seen by superintendents in the areas of range of interests and written communication, with performance ratings higher than importance ratings.

Table 8 presents significant discrepancies between superintendents' activity performances as viewed by board members, superintendents, and principals. Six areas were

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Table 8 Here

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seen by all three groups as having significant deficiencies: curriculum development, program evaluation, school climate, community relations, staff development, and long-range planning. Board members and superintendents perceived two activity areas as having significantly different levels between "importance" and "performance": staff selection and staff evaluation. Board members perceived budget development as an area of need. Student activities was identified by superintendents, and records and accounting was identified by principals as areas in which "performance" was significantly higher than "importance".

Table 9 identifies skill dimensions in which there is an importance/performance gap when superintendents are grouped by age and by size of the district. Groupings based on sex and race were not reported because of low numbers.

Performance gaps representing needs for improvement appear to

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Table 9 Here

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be greater for older superintendents; particularly in the areas of organizational ability, range of interests, personal motivation, stress tolerance, and conflict management. Significant gaps appear for both age groups in the skills identified in Table 7, as well as in sensitivity. When suerintendents are grouped by size, activities with significant gaps for all districts include judgment and oral communication. For those districts below 1000, creativity was seen as a need. Personal motivation and educational values are seen as problems for superintendents in districts between 1000 and 4000. Risk taking and stress tolerance were viewed as problems for very small and for very large districts. The number of superintendents from districts above 4000 was quite low, but political astuteness was seen as a significant need.

Table 10 identifies those administrative activities in which there are statistically significant gaps for superintendents when

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Table 10 Here

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superintendents when they were grouped by age and by the size of the district student population. Those under 45 are

perceived as possessing importance/performance gaps in student activities, performance ratings being higher. Those over 45 have perceived needs in staff evaluation and school climate. Those needs shared by both age groups include curriculum development, program evaluation, staff selection, community relations, staff development, and long-range planning.

Activity areas representing problem performance based on district size are also a part of Table 10. Superintendents for districts under 1000 show needs in the areas of curriculum development, program evaluation, staff selection, and staff evaluation. Areas of need for districts between 1000 and 4000 include student activities in which performance ratings are higher. Activities showing needs for all groups below 4000 students include school climate, community relations, staff development, and long-range planning. There were no significant gaps for superintendents from the largest districts, however, that may well be due to the small number.

Table 11 identifies the behavioral skill areas that are associated with each activity area for superintendents. Each dependent variable (activity) was examined in terms of the

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Table 11 Here

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impact of all sixteen of the derived behavioral dimensions. In each case, the correlation of all variables with the dependent variable is reported (R), the explained variance is

reported (R Squared), and the beta weight of each independent variable remaining in the equation is reported (b). Constants are not reported, since the purpose is analysis, rather than prediction.

The use of Table 11 data is for program planning and the correspondence between activities and skills was not elaborated. One should recognize, however, that there is exceptional utility in designing programs around needed performance activity improvements and coupling appropriate skill areas to that instruction. Skill dimensions attached to topics of instruction should be based on these associations and the particular logic related to the area of instruction. To make best use of that concept, one must design simulations, case studies, or circumstances that will provide behavioral skill examples in which issues or topics (activities) represent the content of the exercise.

Table 11 illustrates that from one to four skill areas tend to be clearly associated with each activity for superintendents. When performance ratings are high (or low), those behavioral skills or individual behaviors tend to also be high (or low), eliminating the effects of conflicting, corresponding, or intervening variables. The level of influence is not at issue, since the purpose is to establish associations rather than examine the degree of influence. The percentage of influence (R Squared) ranges from 3.73% to 42.88%, with a median of 24%.

Conclusions.

Skill dimensions which show up consistently as skills needing improving, by both descriptive and statistical methods, were judgment, decisiveness, oral communication, risk taking, and stress tolerance. Conflict management, sensitivity and political astuteness are also identified. Skill needs peculiar to older superintendents include organizational ability, range of interests, personal motivation, stress tolerance, and conflict management. Superintendents from smaller districts would benefit from programs in judgment, sensitivity, decision-making, stress tolerance, risk taking, and creativity. Superintendents from very large districts would be helped with development in stress tolerance, risk taking, and political astuteness.

Activity areas for which there appear to be consistent needs for superintendents include curriculum development, program evaluation, school climate, community relations, staff development, and long-range planning. Other areas are identified to a lesser degree, but could become immportant choices for particular audiences.

The activity area of curriculum development was consistently identified as one of the most important activity areas and was perceived as a need for superintendents by all respondent groups. Instruction in this activity should be accompanied with skill improvement in creativity and decisiveness. Inservice and developmental programs in this area should offer opportunities for practice in both of these skill areas.

Program evaluation inservice efforts should include accompanying opportunities for performance practice and instruction in organizational ability, range of interests, and decisiveness.

School climate, in some views, may not be seen as an appropriate activity area for superintendents. All respondents, however, agree that the need exists. Programs for superintendents should be designed to focus on the impact of particular decisions--or the manner in which those decisions are made--on climate factors in the school. On the basis of this data, instruction should also include opportunities for performance practice and instruction in the skills of conflict management and sensitivity.

Inservice efforts designed to improve community relations capabilities, an activity akin to climate, should include opportunities to improve skills in range of interests, political astuteness, decisiveness, and risk taking. The risk taking influence was negative, and would probably be seen by most or many respondents as appropriately negative.

Staff development training should include opportunities for performance practice and instruction in the skills of leadership, educational values, and range of interest.

Long-range planning was also seen as a consistent need by all respondents. Programs focusing on this activity should involve process capabilities, as well as the specific skills of leadership, decisiveness, educational values, and

oral communication. Oral communication had a negative beta.

Any level of influence (R Squared) that is clearly identified as significant is large enough for that skill to be represented in a training program. It should be noted, however, that the activities with the lowest influence level tend to be those in which both importance and performance ratings are quite high (budget and records) or in which those ratings are extremely low (student activities and behavior). Activities that are usually considered to be more complex tend to have a greater number of associated skills.

Skills that tend, most often, to be associated with activities are range of interests, political astuteness, educational values, and decisiveness. Leadership and organizational ability are each identified with three activities. Range of interests, educational values, and--perhaps--decisiveness, tend to be personal attributes.

Recommendations.

Those skills thought of as personal characteristics above should involve definition rather than content. It may be extremely difficult to change the basic personal beliefs or habits, but the individual's presentation of himself or herself can certainly be enhanced. Leadership, organizational ability, and political astuteness tend to be presently included in most administrator training programs. Political astuteness, however, is typically an incidental topic or is glossed over in connection with public relations suggestions. A strong basis for accurate political analysis

is clearly in order.

The most important aspect of the sixteen skill dimensions, in terms of the needs assessment model in this study, is their use in conjunction with specific activities. That should not preclude development of programs aimed toward a particular skill, but best use of the concept and best instruction should result from the appropriate combinations of administrative activities and the associated--or influencing--skills. Replication of the last section of this study is recommended to establish as clearly as possible the association of particular skills with particular activities as those are attached to jobs. Changing circumstances will never allow complete stabilization of those relationships, but a pattern of some consistency should emerge with the experience of study.

Within the context of the model, instruction for superintendents should provide content and simulations to improve performance in six activity areas, with other activities given credence in particular schools or for particular groups. Those programs should provide opportunities for practice and consequent instruction in associated skill areas, providing opportunities within activities for instruction in related performance skills. Skills to be included within each activity module should be selected on the basis of known associations and on the basis of logical relationships.

Variations in the association of activities and

particular skills (Douglas and Johnson, 1986) strongly suggest that different jobs demand different skills to achieve the same purpose. It is not harmful in training programs to include extra skill dimensions so that developmental efforts can include people from different jobs. Clear distinctions should be made, however, so that trainees meet simultaneous objectives--applying appropriate skills to particular activities based on each job designation to achieve the common purposes of the school organization.

Best instruction for superintendents, as well as other groups of school managers, should be direct instruction. Both inservice and developmental programs should focus on topics determined by activity needs, with simulations, role playing exercises, or case studies that offer the opportunity for practice and coaching of specific skills identified with the activity. The complete process, however, should include direct teaching of both the activity content and the elements within each skill dimension.

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Table 1.

Skill Dimensions and Activity Areas Listed in order of Percentage Differences between Importance Ratings and Performance Ratings for Superintendents. N=119.

Skill Dimensions with Percentage Gap above 10% (Highest First)	Skill Dimensions with Ratings below the Mean (Lowest Rating First)
1. Judgment	16. Judgment
2. Oral Communication	15. Oral Communication
3. Stress Tolerance	14. Risk Taking
4. Risk Taking	13. Creativity
	12. Conflict Management
	11. Organizational Ability

Activity Areas with Percentage Gap above 10% (Highest First)	Activity Areas with Ratings Below the Mean (Lowest First)
1. Long-Range Planning	14. Supervision of Inst.*
2. Staff Development	13. Student Activities*
3. Curriculum Development	12. Curriculum Development
4. Program Evaluation	11. Student Behavior*
5. School Climate	10. Program Development
6. Community Relations	9. Staff Delopment*

* These areas also low in "importance" rating.

Table 1 (Continued)

Skill Dimensions and Activity Areas Listed in order of Percentage Differences between Importance Ratings and Performance Ratings for Superintendents. N=119.

STRENGTHS--Skill Dimensions (Highest First)	STRENGTHS--Activity Areas (Highest First)
1. Leadership	1. Budget Development
2. Educational Values	2. Staff Selection
3. Personal Motivation	3. Records and Accounting
4. Written Communication	4. Facilities Management
5. Sensitivity	5. Community Relations
6. Stress Tolerance	6. Long Range Planning

Table 2.

Discrepancies between Rankings of all Respondents Perceptions of Importance and Superintendents' Performance. N=119.

Skills	Imp.	Perf.	Activities	Imp.	Perf.
Prob. Anal.	9	7	Curr. Dev.	11	12
Judgment	1	16*	Super. of Inst.	12	14*
Org. Ability	8	11*	Program Eval.	8	10*
Leadership	4	1	Staff Selection	3	2
Sensitivity	6	5	Staff Eval.	10	7
Decisiveness	7	9*	School Climate	7	8
Range of Int.	16	10	Budget Dev.	1	1
Personal Mot.	15	3	Student Act.	14	13
Ed. Values	5	2	Records and Acctg.	9	3
Stress Tolerance	2	6*	Student Behavior	13	11
Oral Comm.	3	15*	Community Rel.	4	5
Written Comm.	13	4	Facilities Mgt.	6	4
Conflict Mgt.	11	12	Staff Development	5	9*
Political Acuity	10	8	Long-Range Plnng.	2	6*
Risk Taking	12	14*			
Creativity	14	13			

* Importance/Performance Gap Greater than 1 Rank.

Table 4.
IMPORTANCE-SUPT PERFORMANCE-SPT

'A	5.64	5.39
U	6.43	4.62
A	5.71	5.17
E	5.95	6.98
E	5.89	5.44
E	5.79	5.29
I	4.97	5.22
M	5.22	5.71

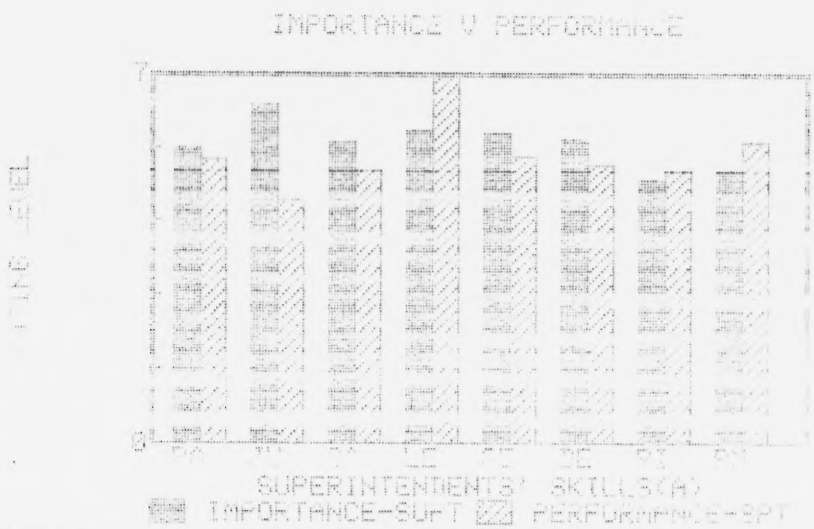

Table 5.
IMPORTANCE-SUPT PERFORMANCE-SPT

V	5.89	5.96
T	6.17	5.42
C	6.06	4.87
C	5.37	5.50
M	5.48	5.14
OL	5.56	5.37
T	5.43	4.89
R	5.34	5

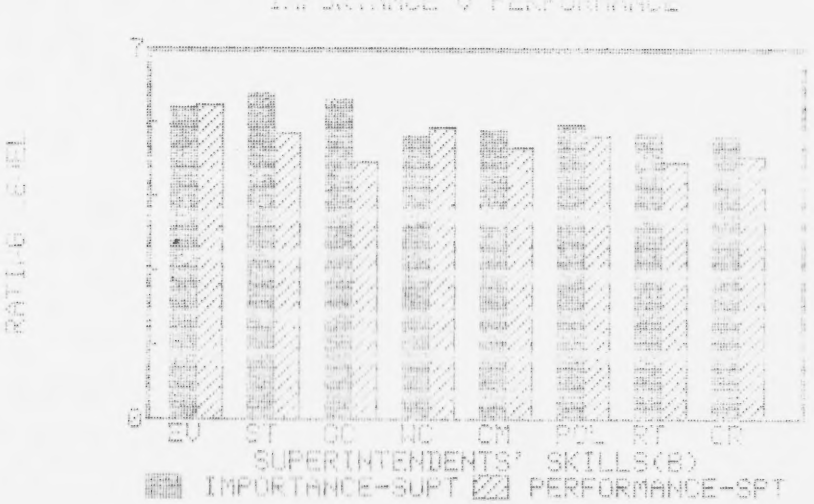

Table 6.
IMPORTANCE-SUPT PERFORMANCE-SPT

UR	5.11	4.52
PR	4.50	4.33
VL	5.62	5.03
EL	6.26	5.77
T	5.51	5.03
L	5.77	5.18
DG	6.36	6.22

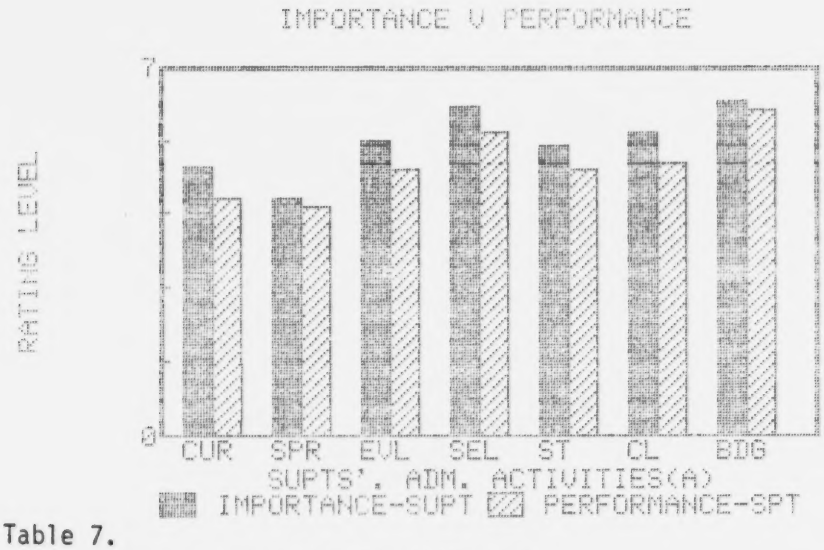

Table 7.
IMPORTANCE-SUPT PERFORMANCE-SPT

TD	4.23	4.52
CC	5.61	5.65
EH	4.35	4.61
OM	6.20	5.58
LD	5.77	5.60
DV	5.85	5.09
LN	6.28	5.37

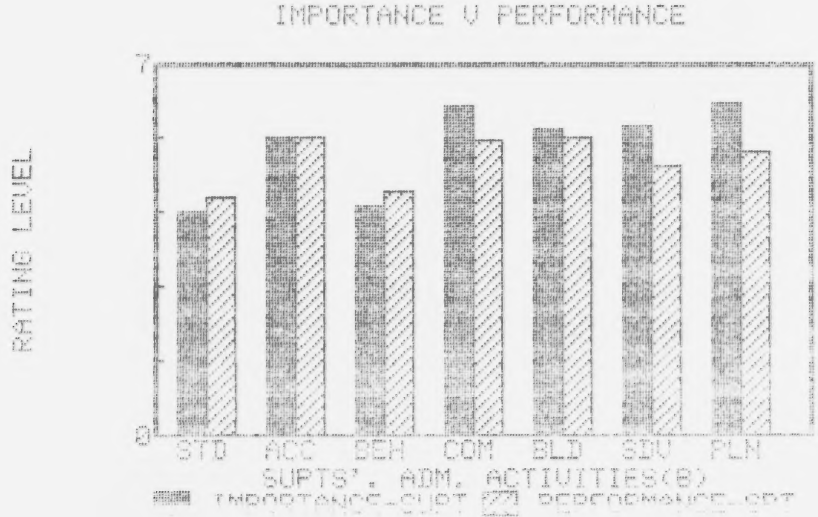

Table 7.

Discrepancy Between Importance Ratings and Performance Ratings of Superintendents' Skill Dimensions as Perceived by Kansas School Board Members, Superintendents, and Principals. Levels of Significant Difference as measured by Wilcoxon's Matched-Pairs Signed-Ranks Test.

Skill Dimension	Board Members	Superintendents	Principals
Problem Analysis	.26	.04*	.78
Judgment	.00*	.00*	.00*
Organizational Ability	.77	.00*	.75
Leadership	.02*	.00*	.17
Sensitivity	.07	.00*	.15
Decisiveness	.01*	.00*	.01*
Range of Interests	.41	.01*	.56
Personal Motivation	.45	.27	.00*
Educational Values	.48	.14	.60
Stress Tolerance	.29	.00*	.02*
Oral Communication	.01*	.00*	.00*
Written Communication	.08	.02*	.47
Conflict Management	.48	.03*	.13
Political Astuteness	.13	.05*	.21
Risk Taking	.03*	.00*	.00*
Creativity	.01*	.00*	.17

*P <= .05

Table 8.

Discrepancy Between Importance Ratings and Performance Ratings of Superintendents' Activities as Perceived by Kansas School Board Members, Superintendents, and Principals. Levels of Significant Difference as measured by Wilcoxon's Matched-Pairs Signed-Ranks Test.

Activities	Board Members	Superintendents	Principals
Curriculum Development	.00*	.01*	.03*
Supervision of Inst.	.10	.83	.09
Program Evaluation	.01*	.00*	.02*
Staff Selection	.02*	.01*	.06
Staff Evaluation	.00*	.03*	.06
School Climate	.00*	.05*	.01*
Budget Development	.01*	.43	.78
Student Activities	.85	.01*	.81
Records and Accounting	.15	.14	.04*
Student Behavior	.95	.06	.61
Community Relations	.01*	.00*	.02*
Facilities Management	.41	.25	.85
Staff Development	.00*	.00*	.00*
Long-Range Planning	.00*	.00*	.01*

*P <= .05

Table 9.

Discrepancy Between Importance Ratings and Performance Ratings of Superintendents' Skill Dimensions as Perceived by all Respondents when Superintendents are grouped by Age and District Student Population. Levels of Significance as measured by Wilcoxon's Matched-Pairs Signed-Rank Tests.

Skill Dimensions	Board Members		Board Members		
	Under 45	Over 45	<1000	1001-4000	>4000+
Problem Analysis	.39	.07	.11	.87	.08
Judgment	.00*	.00*	.00*	.00*	.05*
Org. Ability	.23	.01*	.06	.11	.50
Leadership	.00*	.00*	.00*	.04*	.60
Sensitivity	.03*	.00*	.02*	.02*	.50
Decisiveness	.01*	.00*	.01*	.03*	.58
Range of Interests	.72	.05*	.06	.24	.99
Personal Motivation	.48	.00*	.25	.00*	.08
Educational Values	.43	.33	.45	.02*	.79
Stress Tolerance	.06	.00*	.00*	.06	.04*
Oral Communication	.00*	.00*	.00*	.00*	.03*
Written Communication	.07	.71	.25	.25	.75
Conflict Management	.13	.02*	.08	.14	.22
Political Astuteness	.40	.16	.81	.95	.03*
Risk Taking	.05*	.00*	.01*	.22	.04*
Creativity	.13	.06	.05*	.33	.07

* P <= .05, + N=6

Table 10.

Discrepancy Between Importance Ratings and Performance Ratings of Superintendents' Activities as Perceived by Kansas School Board Members, Superintendents, and Principals, when Superintendents are grouped by Age and Student Population of the District. Levels of Significant Difference as measured by Wilcoxon's Matched-Pairs Signed-Rank Tests.

Skill Dimensions	Superintendents		Superintendents		
	Under 45	Over 45	<1000	1001-4000	>4000+
Curriculum Dev.	.01*	.00*	.00*	.49	.42
Supervision of Inst.	.52	.13	.16	.83	.36
Program Evaluation	.01*	.00*	.00*	.06	.11
Staff Selection	.05*	.00*	.00*	.15	.20
Staff Evaluation	.33	.00*	.00*	.53	.20
School Climate	.09	.00*	.00*	.01*	.42
Budget Development	.08	.36	.15	.45	.18
Student Activities	.02*	.55	.17	.03*	.99
Records and Acctng.	.17	.66	.66	.06	.32
Student Behavior	.17	.21	.07	.42	.99
Community Relations	.04*	.00*	.00*	.00*	.99
Facilities Mgt.	.95	.13	.15	.31	.32
Staff Development	.00*	.00*	.00*	.02*	.47
Long-Range Planning	.00*	.00*	.00*	.00*	.10

* P <= .05, + N=6

Table 11.

Regression Analysis of each Activity and Sixteen Associated Skills Performed by Superintendents. Perceptions are those of all Respondents. Stepwise Multiple Regression, Reporting Betas, Correlations (R), Correlations Squared (R SQ).

Activity	Skill	Beta	R	R SQ
Curriculum Dev.	Creativity	.3155	.4874	.2375
	Decisiveness	.2584		
Supervision of Inst.	Range of Int.	.3575	.4983	.2483
	Org. Ability	.2174		
Program Evaluation	Org. Ability	.2851	.6325	.4000
	Range of Int.	.2915		
	Decisiveness	.2144		
Staff Selection	Range of Int.	.2986	.4409	.1944
	Political Astute.	.2228		
Staff Evaluation	Judgment	.3346	.4867	.2369
	Range of Int.	.2397		
School Climate	Conflict Mgt.	.2989	.5281	.2789
	Sensitivity	.2756		

Table 11 (Continued).

Regression Analysis of each Activity and Sixteen Associated Skills Performed by Superintendents. Perceptions are those of all Respondents. Stepwise Multiple Regression, Reporting Betas, Correlations (R), Correlations Squared (R SQ).

Activity	Skill	Beta	R	R SQ
Budget Development	Political Astute.	.2394	.2394	.0573
Student Activities	Range of Int.	.2449	.2449	.0600
Records and Acctng.	Ed. Values	.2334	.4445	.1976
	Range of Int.	.2150		
	Leadership	-.3242		
Student Behavior	Org. Ability	.4100	.3493	.1220
	Prob. Analysis	-.2398		
Community Relations	Range of Int.	.4205	.6548	.4288
	Political Astute.	.2272		
	Decisiveness	.2606		
	Risk Taking	-.1801		
Facilities Mgt.	Range of Int.	.3201	.4673	.2184
	Ed. Values	.2224		

Table 11 (Continued).

Regression Analysis of each Activity and Sixteen Associated Skills Performed by Superintendents. Perceptions are those of all Respondents. Stepwise Multiple Regression, Reporting Betas, Correlations (R), Correlations Squared (R SQ).

Activity	Skill	Beta	R	R SQ
Staff Development	Leadership	.2877	.5963	.3556
	Ed. Values	.2270		
	Range of Int.	.1886		
Long-Range Planning	Leadership	.2734	.6723	.4520
	Decisiveness	.3201		
	Ed. Values	.2494		
	Oral Commun.	-.1666		